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AUTHOR	Cooper, Ina; Palumbo, Marilyn
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ABSTRACT

This curriculum guide is presented as a supplement to the text "Learning Spanish the Modern Way, Book 2" (lessons 15-23). Topics included are designed for the level-2 program by the New York State syllabus and emphasize cultural aspects of life in Spain and Mexico. The importance of Spanish, geography of Mexico and Spain, Spanish influence in the United States, and customs and cultural patterns of Mexico and Spain are discussed. Commentary on the objectives, general methodology, suggested class activities, program evaluation, and a listing of primary and secondary sources are presented. (RL)

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Culture Curriculum

for

Spanish, Level 2

Text: Learning Spanish the Modern Way, Book 2
Second Edition, Brenes, Edin et. al.,
McGraw-Hill Book Company, 1967
Lessons 15-23

July 1970

Prepared by: Ina Cooper
Marilyn Palumbo

FL002 529

Contents

Title		Page
I.	Forword	2
II.	Objectives	3
III.	General Methodology	4
IV.	Outline of Content	5
	A. Importance of the Spanish Language	5
	B. Spanish influence in the United States	5
	C. Geography of Mexico	5
	D. Customs and cultural pattern of Mexico	6
	E. Geography of Spain	6
	F. Customs and cultural pattern of Spain	8
V.	Suggested Activities	9
VI.	Evaluation	10
VII.	Resources	11

I. Forword

This curriculum guide is presented to supplement the text material in the field of Spanish and Mexican culture and civilization, and to coordinate the materials and resources available. This is not a complete presentation of all that might be taught but is intended to serve as a guide to some salient features which might be imparted to students during their study of Spanish, Level 2. The teacher is encouraged to supplement this guide with other materials and content.

Since time is an important factor in the teaching of the complete Level 2 text (Units 15-23), teachers should make recommendations for additions or deletions. Constant revision is a necessity for a curriculum guide of this type.

The topics outlined herein are for the most part these that are specifically assigned to the Level 2 Program of a four year sequence by the New York State Syllabus, and every effort will be made to incorporate these topics within the year's work.

Some suggested activities are included in the hope that teaching culture does not mean simply that students memorize facts, but rather that they become more actively involved in learning about the Spanish language and civilization.

II. Objectives

A. To coordinate the cultural material presented in Learning Spanish the Modern Way, Book 2, Second Edition, McGraw-Hill with the New York State Syllabus.

B. To clarify the objectives of the New York State Syllabus in terms of the cultural material to be presented in Level 2.

C. To recommend specific activities which will assist in achieving these goals in the classroom.

D. To supplement the presentation of cultural information in the Level 2 program without detracting from time devoted to developing language pattern and skills.

E. To increase student interest in the foreign language by developing an interest in the way of life of Spanish speaking people.

III. General Methodology

To supplement the material presented in the text and to insure that all teachers present approximately the same material, a series of topics is listed which should be taught during the second year.

The outline of cultural topics provided in this guide is not meant to be interpreted as a list of facts that students must learn. In order that culture be assimilated, it must be made interesting to the pupils either through the use of activities suggested in this guide or by any other methods the teacher may want to employ, keeping the following quotation in mind:

> While the study of culture might arise from disparate opportunity as mentioned previously a mere mention of related facts as subjects arise is inaffective. Cultural topics must be carefully planned and developed to form a body of information within which knowledge, attitude and appreciations of permanent value are incorporated.[1]

Because of the vast amount of material to be presented, the numerous countries where Spanish is spoken and the time limitation for the presentation of this material in the second year, this outline emphasizes only those items pertaining to Spain and Mexico as does the text.

In the hope of facilitating the presentation of this material some primary and secondary resources have been suggested. If the teacher feels that he can better accomplish the desired goals by having copies of one or all primary sources available to students, he is encouraged to do so.

[1] Bureau of Secondary Curriculum Development New York State Education Department, Spanish for Secondary Schools (New York, 1961), page 114.

IV. Outline of Content

A. Importance of the Spanish Language

1. Why study Spanish?
2. Wide use of Spanish in sections of the United States.
3. Need for knowledge of Spanish: For cultural contributions, travel, vocational use, international understanding
4. Other topics selected from pupil interests
5. References:
   a. Cabat and Cabat, Unified Spanish, pages 153-155, pages 232-234
   b. New York State Syllabus, Spanish for Secondary Schools, pages 121-122
   c. Doyle, A Handbook on the Teaching of Spanish and Portuguese.

B. Spanish influence in the United States

1. Spanish Explorers and Missionaries
   a. Álvar Nuñez de Vaca
   b. Francisco Vazquez de Coronado
   c. Hernando de Soto
   d. Juan Rodríguez Cabrillo
   e. Vasco Núnez de Balboa
   f. Fernando de Magallanes
   g. Francisco Pizarro
   h. Hernan Cortés
   i. Fray Junípero Serra
   j. Fray Bartolomé de las Casas
2. Spanish influence in architecture
   a. Modern American homes; ranch houses and mission buildings
   b. Characteristics of Spanish architecture: patio, reja, balcon, tejas, arcada, arco, curvas, figuras geometricas
3. Spanish influence on economic life
   a. Cattle raising
   b. Mining
   c. Agricultural products

C. Geography of Mexico

1. Location
2. Size
3. Volcanoes and mountains
   a. Popocatepetl
   b. Ixtaccíhuatl
   c. Orizaba
   d. Paracutín
   e. Sierra Madre
4. Lakes
   a. Chapala
   b. Pátzcuaro

5. Products
   a. Silver (Taxco)
   b. Petroleum
   c. hemp (only in Yucatan)
   d. wheat
   e. corn
   f. cattle
6. Chief Cities and points of interest
   a. Mexico, D.F.: Paseo de la Reforma, Zócalo, Cathedral de Mexico, Palacio Nacional, Palacio de Bellas Artes, Chapultepec, Ciudad Universitaria, Xochimilco, San Juan Teotihuacan, Basicilica de Guadalupe, Piedra del Sol
   b. Guadalajara
   c. Monterrey
   d. Veracruz
   e. Tampico
   f. Acapulco
   g. Cuernavaca
   h. Taxco
   i. Chichen-Itza

D. Customs and Cultural Patterns of Mexico
1. Foods
   a. tortilla
   b. tamal
   c. Chile con carne
   d. enchilada
   e. taco
2. Drinks
   a. tequila
   b. pulque
3. Clothing
   a. serape
   b. rebozo
   c. poncho
   d. sombrero
4. Dances
   a. jarabe tapatío
5. References

a. Amsco, Level III	pages 260-262, pages 291-292
b. Cabat	pages 261-268
c. Syllabus	pages 122-124
d. Huebener	pages 135-136

E. Geography of Spain
1. Location
2. Size
3. Mountains
   a. Los Pirineos
   b. Los Cantábricos
   c. La Sierra Morena
   d. La Sierra de Guadarrama
   e. La Sierra Nevada

4. Rivers
   a. El Ebro
   b. El Duero
   c. El Tajo
   d. El Guadiana
   e. El Guadalquivir.
5. Industry
   a. Agriculture
   b. Main Crops
   c. Chief Exports
   d. Mineral Resources
6. Regions
   a. Galicia
   b. Asturias
   c. Las Provincias Vascongadas
   d. Navarra
   e. Aragon
   f. Cataluña
   g. León
   h. Castilla La Vieja
   i. Castilla La Nueva
   j. Valencia
   k. Extremadura
   l. Murcia
   m. Andalucía
7. Important cities and points of interest
   a. Madrid: El Retiro; la Puerta del Sol; El Prado; El Escorial; El Valle de los Caídos
   b. Barcelona: Montserrat
   c. Sevilla: La Catedral de Sevilla; La Giralda; El Alcazar
   d. Valencia: El Miguelete; "La Huerta de España"
   e. Bilbao: "El Pittsburgh de España"
   f. Toledo: El Greco
   g. Granada: La Alhambra; El Generalife
   h. Cordoba: La Mezquita
   i. Burgos: La Catedral de Burgos; "La Patria del Cid"
   j. Salamanca: La Universidad
   k. Provincias Ultramarinas:
      1. las Islas Canarias
      2. las Islas Baleares
8. References

a.	Cabat	pages 7-17
b.	Amsco, Level II	pages 317-321
c.	Syllabus	page 126
d.	Iberia	text
e.	Ugarte	pages 1-10
f.	Huebener	pages 106-113

F. Customs and Cultural Patterns of Spain

1. Family Life
   a. Spanish family names
   b. El día del santo
2. Social Customs
   a. El Cafe
   b. La Tertulia
   c. Pelando la pava
   d. Siesta
   e. La Lotería
3. Religious life
   a. Navidad: Nochebuena; Misa del Gallo; Villancicos; Nacimiento; Día de los Reyes Magos
   b. Carnaval
   c. Cuaresima
   d. Semana Santa
   e. Pascua Florida
   f. Verbena
   g. Romería
   h. Día de los Difuntos (el dos de noviembre)
4. National Holidays
   a. Dos de Mayo
   b. Día de la Raza (el doce de octubre)
5. Sports and Spectacles
   a. Corrida de toros; plaza de toros; torero; picador; banderillero, matador
   b. Jai-alai (pelota): basque game, frontón, cesta
   c. Futbol
6. Dances
   a. Flamenco, Bolero (Andalucia)
   b. Jota (Aragon)
   c. Sardana (Cataluna)
   d. Muneira (Galicia)
7. Musical Instruments
   a. Guitarra
   b. Castañuelas
   c. Pandereta
   d. Gaita (Galicia)
8. Foods
   a. Cocido (Puchero) (Olla)
   b. Paella
   c. Arroz con pollo
9. Drinks
   a. orchata
   b. chocolate
10. Clothing
   a. mantilla
   b. la peineta
11. References

a. Cabat	pgges 18-26
b. Amsco, Level II	pages 330-331, 350,320
c. Syllabus	pages 124-128
d. Huebener	pages 114-116

V. Suggested Activities

A. Importance of the Spanish Language

1. Enact a restaurant scene in class. Gather the names of Spanish dishes and beverages from restaurants in the New York area.
2. Make a scrap book using labels, posters, etc. written in Spanish and found by students.
3. Report on popular Spanish sports that are also well-known in parts of the United States.
4. Discuss topics selected at random and prepared by students in Spanish.

B. Geography of Spain and Mexico

1. Consult a political map of Spain and list the important cities located on each of the five major rivers.
2. Speak to friends and relatives who have been to Spain or Mexico and try to get their impressions of the country. If possible bring to class pictures, samples of native handicrafts, souvenirs, etc.
3. Take the class on an imaginary guided tour of Madrid or Mexico City. If possible, illustrate your talk with photographs or a film.
4. Use film strips and movies to illustrate the geography of Spain and Mexico.

C. Customs and cultural pattern of Spain and Mexico

1. Write to the nearest Spanish Consulate for literature on the distinctive costumes of the various regions of Spain. Then make an appropriate display of the collection for the class.
2. Read one of the following and discuss whether bullfighting is a cruel or a fair sport.

   Death in the Afternoon--Ernest Hemmingway

   Or I'll Dress you in Mourning--Collins and Lapiere

   Iberia--James Michner (Chapter 11)

3. Consult a history of Spain or Mexico and report to the class on the importance of various holidays.

4. Assemble a collection of handicraft material from Spain or Mexico. Label each item in Spanish and prepare it for display purposes.

5. Learn a folk song or a folk dance.

6. Correspond with a "pen-pal" living in Mexico. Exchange information and views with him on a topic of mutual interest.

Evaluation

In order to assess the effectiveness of this guide, the teacher's presentation, and the students' ability to learn, a program of evaluation should be used by each teacher. The tests should reflect what the teacher had presented in class and in homework research assignments. Several types of questions which may be used are:

1. True-False
2. Completion
3. Matching
4. Listing
5. Multiple-choice
6. Identification
7. Map fill-in
8. Essay

Teachers may find that the use of one of the above types is sufficient for a quiz but a variety of questions should be employed when a longer full period examination is given.

Resources

Primary Sources (Within Classroom)

1. Learning Spanish the Modern Way II, (Second Edition) New York, McGraw-Hill Book Company, 1967

2. Nassi, Robert and Bernstein, Bernard, Segund Libro (Workbook in Spanish Two Years), New York, Amsco School Publications, 1969

3. Spanish for Secondary Schools, Bureau of Secondary Curriculum Development New York, State Education Department, 1961

Secondary Sources

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4. Cohan, J.M., Famous Cities of the World, Mexico City, London, Spring Books, 1965

5. Dieterich, Anton, Spain, Volume I The North, New York, Hill and Wang, 1966

6. Dieterich, Anton, Spain, Volume II The South, New York, Hill and Wang, 1966

7. Doyle, Henry Grattan, A Handbook on the Teaching of Spanish and Portuguese, Boston, Massachusetts, D.C. Heath and Company, 1945

8. Ewing, Russel, Six Faces of Mexico, Arizona, the University of Arizona Press, 1966

9. Fisher, W., and Bowen-Jones, H., Spain, New York, Frederick A. Praiger, 1966

10. Hart, Thomas R. and Rojas, Carlos, La España Moderna vista y sentida, por los Españoles, New Jersey, Prentice-Hall, Inc., 1966

11. Huebener, Theodore, Review Lessons in Elementary Spanish, Revised and Enlarged Edition, New York, Oxford Book Company, 1960

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15. Ramos, Samuel, Profile of Man and Culture in Mexico, Texas, University of Texas Press, 1962

16. Reich, Hanns, Mexico, New York, Hill and Wang, 1967

17. Turk, Laurel H. and Allen, Edith M., El Español al Día, (Book Two), Second Edition, Boston, Massachusetts, D. C. Heath and Company, 1956

18. Ugarte, Francisco, Espana y Su Civilización, New York, The Odyssey Press, 1952